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ABSTRACT

Drawing from the experiences of seven Maricopa Community College District deans in Maricopa County, Arizona, this guide outlines steps in the development of an articulation agreement with nearby high schools. Chapter 1 provides an overview of articulation, including introductory comments defining articulation, describing its benefits, and discussing the actors in articulation plan development; it also contains an examination of the steps in the negotiation of an articulation agreement. Chapter 2 provides a fill-in-the-blanks form to help administrators and faculty focus on answers to questions that are important to the development of an articulation application. The form guides the practitioner through seven steps: (1) identification of the institutions and programs involved; (2) specification of the articulation processes to be used; (3) identification of the sending institution's contributions; (4) specification of the receiving institution's contributions; (5) creation of cooperative agreements; (6) specification of clarifying documentation; and (7) official signatures. Finally, Chapter 3 presents examples of the documents needed to finalize an articulation agreement, including an executive summary, articulation application, career program articulation form, and student information form. (LAL)

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"Articulation": Guidelines for Development of a High School to College Agreement

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MARICOPA COMMUNITY COLLEGES

JC 860 447

PREFACE

Articulation is alive and well in Maricopa County, Arizona. This guide is a five step summary of how seven Maricopa Community College Deans have articulated with nearby High Schools. There are three chapters.

CHAPTER 1 is an overview of articulation.

CHAPTER 2 provides a fill-in-the-blanks form that can be used to guide negotiation of an Articulation Agreement.

CHAPTER 3 presents examples of the documents needed to finalize an Articulation Agreement.

Feel free to call or write the Maricopa County Community College District Coordinator of High School-College Articulation if you have questions or need help.

Respectfully,

John Bradley, Coordinator
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Maricopa Community Colleges
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Phone: 267-4604

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CHAPTER 1
AN
OVERVIEW OF ARTICULATION

INTRODUCTION

Articulation is...

> the coordination of programs so that students can progress without duplication of time, effort, or expense to themselves or taxpayers.

Articulation benefits everyone.

Students save time and money when not forced to repeat previously learned skills. Taxpayers benefit when buildings, equipment, and staff are used to full advantage. High schools gain the ability to offer college level courses and colleges receive better qualified applicants.

Articulation is not easy. Articulation agreements are a product of the understanding and trust that develops when faculty and administrators know each other and share curriculum and goals. It takes personal contact and time to develop understanding and trust and therein lies the problem. It is difficult for people who have full-time jobs, at different colleges and schools, to work together.

The simpler a plan, provided quality is maintained, the more likely it is to work. The following plan makes it possible to produce an Articulation Agreement after just one joint meeting of the Senior Faculty Members involved.

Simplicity is critical because articulation is complicated under the best of

circumstances. It takes the cooperation of several people, from at least two institutions, to produce each Articulation Agreement.

College Deans and High School Principals decide to articulate programs for which they are responsible and signify approval when they compile and sign Articulation Applications.

Comparison of programs, and negotiation of details, is best done by Senior Faculty who understand all aspects of the programs involved. Since it is usually faculty who recommend whether students receive Articulation Credit, it is important faculty support the Articulation Agreements that impact them and their students.

College Presidents, School Superintendents and Governing Boards have final authority. They sign the Articulation Applications and Executive Summaries Deans and Principals submit to them for approval. If funds are exchanged, an Intergovernmental Agreement has to be signed-off by each of the Governing Boards involved.

Finally, it is the Director of Admissions and Records who supervises the recording of Articulation Credit onto student transcripts.

NEGOTIATION OF AN ARTICULATION AGREEMENT

Articulation is easiest when approached systematically. First, College Deans and High School Principals identify the programs to be articulated.

Second, Senior Faculty, identify the courses with greatest potential for articulation, and produce an Articulation Application. It is recommended...

> College Deans and High School Principals conduct a meeting during which Senior Faculty from both institutions meet and produce an Articulation Application that is acceptable to everyone involved.

Chapter 2 is a fill-in-the-blanks form that can be used to guide the meeting. A completed form, with attached clarifying documents, provides Deans and Principals with everything needed to produce an Articulation

Application ready for submission to Senior Faculty Members, Deans and Principals for their signatures. Appendix B is a completed Articulation Application.

Third, produce an Executive Summary. The signed Articulation Application provides Deans and Principals the information needed to produce an Executive Summary ready for signature by the President and Superintendent involved. An Executive Summary is attached as Appendix A.

Fourth, if funds will be transferred between institutions it is necessary to produce an Intergovernmental Agreement. Intergovernmental Agreements are legal documents so legal counsel is required. Intergovernmental Agreements have to be signed by representatives from each Governing Board.

Finally, it is necessary to follow through and see that everyone involved receives everything needed to make articulation occur. For example, if Articulation Credit is to be awarded the Director of Admissions and Records needs copies of the signed Articulation Application, Executive Summary and Career Program Articulation Forms. If Career Program Articulation Forms are going to be used, they have to be developed, printed, and distributed to high school teachers involved.

SUMMARY

Creating an Articulation Agreement, and making articulation occur, will not always be easy. However, articulation will usually be the final result because articulation benefits everyone.

Since it is difficult for faculty and administrators from different institutions to meet together it is important that meetings be productive. The fill-in-the-blanks form attached as CHAPTER 2 should be helpful. CHAPTER 3 contains examples of the documents needed to complete an Articulation Agreement.

CHAPTER 2

ARTICULATION APPLICATION FORM

INTENT

Coordination is a result of cooperation. Cooperation is likely as long as the Faculty and Administrators impacted by an Articulation Agreement were involved as equal partners during negotiation and have an accurate record of what was decided.

Lack of time is a big problem. It is difficult for Administrators and Faculty, from different institutions, to meet together. Meetings need to be productive.

The fill-in-the-blanks form, which begins on the following page, is meant to increase meeting productivity by helping Administrators and Faculty focus on answers to questions that are important to development of an Articulation Application. Experience indicates the following form can be completed in about one hour if the Senior Faculty members involved already know each other and agree that articulation will be of mutual benefit.

NEEDED INFORMATION

Step One - Identification of the Institutions and Program Involved

_____

Correct full name of the Sending Institution.

_____

Correct full name of the Receiving Institution.

_____

Correct full name of the College Program involved.

Step Two - Specification of the Articulation Processes to be Used

Place a check in the box(es) that describe the articulation processes to be used. For example, the Articulation Application included as Appendix B specifies use of the "Course Credit" articulation process. The most used articulation processes, and a definition of each, are as follows:

[ ] **Able and Ambitious** - An Articulation Agreement whereby it is possible for young people to enroll in college courses, and earn regular college credit, while still a high school student. Provide the following information if this type of articulation will be used.

_____

College course number, title, and credit hours.

_____

Who will pay the high school students' tuition?

[ ] **Course Credit** - The granting of college credit for mastery of the competencies equivalent to a college course. Provide the following information if this type of articulation will be used.

_____

College course number, title, and credit hours.

_____

Title of the equivalent high school experience.

[ ] **Occupational Credential Acceptance** - The granting of college credit for having a valid occupational credential. Provide the following information if this type of articulation will be used.

_____

Complete full name of the credential to be accepted.

_____

Description of the college credit to be granted.

[ ] **Resource Coordination** - The sharing of faculty, facilities, and equipment. Provide the following information if this type of articulation will be used.

_____

Description of the resource that is to be shared.

_____

_____

Step Three - Sending Institution's Contribution

Describe what the Sending Institution is going to do. Some possible contributions are listed below. Marking through statements that do not apply is one way to develop an Articulation Agreement.

Administration: As necessary to offer the equivalent learning experiences.

Career Program Articulation Forms (CPA Forms): Complete CPA Forms for those students who complete the equivalent learning experience for Articulation Credit.

Facilities: As necessary to offer the equivalent learning experiences.

Faculty: An appropriately certified teacher.

Faculty of Record: A Faculty Member will maintain liaison with the Receiving Institution, serve as a resource person, and provide administrative assistance.

Liability Insurance: Assigned students, faculty, and administrators will be insured in the same manner as if they were participating in an unarticulated program.

Malpractice Insurance: Each student will have appropriate malpractice insurance.

Records: Of all students enrolled in the equivalent learning experience for Articulation Credit.

Student Selection: Select those students who will complete the equivalent learning experience for credit that will be issued by the Sending Institution.

Supplies: Books, equipment, and supplies will be provided as necessary to teach students enrolled for high school credit in the equivalant learning experience.

Other:_____

_____

Step Four - Receiving Institution's Contribution

Describe what the Receiving Institution is going to do. Some possible contributions are listed below.

Administration: As necessary to offer the equivalent learning experience.

Articulation Credit: Advanced Standing Credit through Articulation (Articulation Credit) will be awarded to alumni of the Sending Institution who have successfully completed the equivalent learning experience as documented by an official Career Program Articulation Form.

Facilities: As necessary to offer the equivalent learning experience.

Faculty: An appropriately certified teacher.

Faculty of Record: A Faculty Member will maintain liaison with the Sending Institution, serve as a resource person, and provide administrative assistance as necessary.

Liability Insurance: Assigned students, faculty, and administrators will be insured in the same manner as if they were participating in an unarticulated program.

Malpractice Insurance: Each student will have appropriate malpractice insurance.

Records: Of all students enrolled in the equivalent learning experience.

Student Selection: Select those students who will complete the equivalent learning experience for credit that will be issued by the Receiving Institution.

Supplies: Equipment, books, and supplies will be provided as necessary to teach the equivalent learning experience.

Other: _____

_____

Step Five - Cooperative Agreements

Describe those conditions which will apply to both institutions. You may mark out those statements which do not apply.

Consideration: Payment for services between the parties of this agreement is described in the "Statement of Consideration" attached. It is recommended that each party retain the funds it designated for the articulated program should this agreement be terminated.

Effective Date: This agreement will be effective for a period of one year beginning on the date when signed by the Superintendent and President involved. This agreement may be continued for one year terms upon agreement by both parties.

Equipment: All the equipment used will remain the property of its original owner. Maintenance and repair and liability resulting from loss, damage, or misuse is the owner's responsibility.

Employment: Faculty and staff of each party remain employees solely of that party and are eligible for all applicable insurance and workman's compensation benefits.

Termination: Termination, or partial termination, of this agreement may be accomplished by either party serving the other with written notice one semester in advance. All students currently enrolled in a course will be given the opportunity to complete that course prior to termination of this agreement and all valid CPA Forms will be honored.

Other: _____

_____

Step Six - Specification of Clarifying Documentation

Decide which clarifying documents will be attached as support for this Articulation Application. For example, the following documents are atached to the Articulation Application included as Appendix B of this guidebook: Career Program Articulation Form. The following documents have been used to clarify different Articulation Applications:

Career Program Articulation Forms
Certificates of Competence
Competency Lists
Intergovernmental Agreements
Statements of Consideration
Student Performance Contracts

Step Seven - Official Signatures

Provide the names and titles of those persons who will sign the Articulation Executive Summary.

_____
Full name and official title.

_____
Full name and official title.

CHAPTER 3

EXAMPLES OF THE DOCUMENTATION NEEDED TO FINALIZE AN ARTICULATION AGREEMENT

Articulation occurs as specified in an Articulation Agreement. Most Articulation Agreements consist of a series of related documents. The following appendices illustrate a typical Articulation Agreement.

Appendix A - **Executive Summary:** Provides Administrators and Governing Board Members with the information needed to make an articulation decision.

Appendix B - **Articulation Application:** Specifies the conditions of articulation in lay terms.

Appendix C - **Career Program Articulation Form:** Provides documentation that an applicant for articulation credit has mastered the competencies equivalent to a college course.

Appendix D - **Student Information Flyer:** Provides information for the high school teacher to post in his or her classroom. This flyer informs students of the fact that if they are serious they may earn college credit.

Appendix A

ARTICULATION EXECUTIVE SUMMARY

Hopedale Unified School District
&
Hopedale Community College

Date: September 10, 1986

The above institutions recommend articulation of their programs as specified in the attached documents. This agreement will authorize the award of Advanced Standing credit through Articulation for the course listed below.

GAP 101 - Principles of Graphic Printing Layout..... 2 credits

Signatures

Dr. Edgar Sam, Superintendent
Hopedale Unified School District

_____

Date:___/___/___

Dr. John Wonderkind, President
Hopedale Community College

_____

Date:___/___/___

Appendix B

ARTICULATION APPLICATION

Hopedale High School/Vo Tech Center
&
Hopedale Community College

Graphic Art Program

1. It is recommended articulation be via the process of Course Credit.

Course Credit is the granting of college credit for mastery of the competencies equivalent to a college course. Graphic Arts 1-2, as taught at Hopedale High School/Vo Tech Center, is equivalent to GAP 101 - Principles of Graphic Layout, as taught at Hopedale Community College. This agreement will make it possible for Hopedale Unified School District alumni to earn a college degree at Hopedale Community College without duplication of time, effort, or expense.

2. It is recommended Hopedale High School/Vo Tech Center provide...

Facilities: Provide facilities as necessary to teach the Hopedale High School/Vo Tech Center course equivalent to GAP 101 at Hopedale High School/Vo Tech Center.

Administration: Provide administration as necessary to offer the Hopedale High School/Vo Tech Center course equivalent to GAP 101 at Hopedale High School/Vo Tech Center.

Student Selection: Select students to be enrolled for high school credit in the Hopedale High School/Vo Tech Center course equivalent to GAP 101.

Supplies: Provide books, equipment, and supplies as necessary to teach students enrolled for high school credit in the Hopedale High School/Vo Tech Center course equivalant to GAP 101.

3. **It is recommended Hopedale Community College provide...**

Articulation Credit: Grant Advanced Standing Credit through Articulation to Hopedale Unified School District alumni who have successfully completed the Hopedale High School/Vo Tech Center Course equivalent to GAP 101 as documented by an official Career Program Articulation Form.

4. **It is recommended that Hopedale High School/Vo Tech Center and Hopedale Community College both abide by the following conditions...**

Effective Date: This agreement will be effective for a period of one year beginning on the date when signed by the Superintendent and President involved. This agreement may be continued for one year terms upon agreement by both parties.

Termination: Termination, or partial termination, of this agreement may be accomplished by either party serving the other with written notice one semester in advance. All students currently enrolled in a course will be given the opportunity to complete that course prior to termination of this agreement.

5. **Attachments...**

The following clarifying document is attached to this application:

Career Program Articulation Form

6. **Signatures...**

The following persons recommend approval of this articulation agreement:

Hopedale High School/VoTech	Hopedale Community College
Faculty:_____	Faculty:_____
Vocational Director:_____	Occupational Dean:_____
Date:___/___/___	Date:___/___/___

Appendix C

Career Program Articulation Form
HOPEDALE COMMUNITY COLLEGE
Graphic Arts Program

++

KEEP THIS FORM

You may receive college credit if you have mastered all of the competencies equivalent to those included in the following course.*

GAP 101 - PRINCIPLES OF GRAPHIC LAYOUT - 2 Credits

Course Description: Printing methods, skill development in planning and layout.

++

Directions for the High School Graduate

You participated in a high school program articulated with Hopedale Community College and may be eligible for college credit. You will not be assessed fees for this credit if you do the following:

First - Apply for admission to the Hopedale Community College.

Second - Ask the person responsible for student records at your former high school to mail copies of your official High School Transcripts and Career Program Articulation Forms to the Director of Admissions; Hopedale Community College; 5000 West Autumn; Hopedale, Arizona 85555.

Third - Once you are admitted into the Hopedale Community College Graphic Art Program go to the Hopedale Community College Office of Admissions and Records and request that the advanced placement credit described on the official copy of this Career Program Articulation Form be recorded onto your official college transcripts.

Directions for the High School Instructor

Complete this form and make a copy. File the original with your student's permanent high school records. Official Career Program Articulation Forms are to be forwarded to the College Admissions and Records Office using the same procedures as with an official transcript.

Give the copy of this Career Program Articulation Form to your student. Application for Advanced Standing Credit through Articulation is his/her responsibility.

BEST COPY AVAILABLE

COMPETENCY ATTAINMENT RECORD
(To be completed by the High School Instructor)

GAP 101 - PRINCIPLES OF GRAPHIC LAYOUT - 2 Credits

++

Applicant's Name:_____ SS#: _____-___-_____

School:_____ Date: _____

Address:_____ City:_____ ZIP:_____

Signature certifying this applicant
was able to perform as indicated.

SCHOOL
SEAL

Applicant's Instructor: _____

++

Applicant's Competence

The following checkmarks identify competencies this applicant has performed to industry standard.....
V

1. Discuss the materials and equipment used in job planning and layout.....( )
2. Practice using the materials and equipment used in layout.....( )
3. Plan a job and make a layout for that job...
   a. Thumbnail.....( )
   b. Rough.....( )
   c. Color comprehensive.....( )
   d. Specifications of the job.....( )
4. Compose an acceptable layout using thumbnail sketches, layouts and comprehensive layouts.....( )
5. Discuss the identification of color with objects and situations.....( )
6. Match colors and objects/situations...
   a. Mix and Match.....( )
   b. P.M.S. system.....( )
   c. Tint screens.....( )
7. Discuss various methods of emphasizing and contrasting design elements.....( )
8. Make a design using screen tints, reverse printing, size and shape.....( )

++

* Articulation Credit will apply towards a Hopedale Community College Degree but may not be transferable to other colleges or universities.

Appendix D

HOPEDALE COMMUNITY COLLEGE
Graphic Arts Program

++

You may receive college credit if you have mastered all of the competencies equivalent to those included in the following course.*

GAP 101 - PRINCIPLES OF GRAPHIC LAYOUT - 2 Credits

Course Description: Printing methods, skill development in planning and layout.

++

Course Competencies

1. Discuss the materials and equipment used in job planning and layout.

2. Practice using the materials and equipment used in layout.

3. Plan a job and make a layout for that job...
   a. Thumbnail.
   b. Rough.
   c. Color comprehensive.
   d. Specifications of the job.

4. Compose an acceptable layout using thumbnail sketches, layouts and comprehensive layouts.

5. Discuss the identification of color with objects and situations.

6. Match colors and objects/situations...
   a. Mix and Match.
   b. P.M.S. system.
   c. Tint screens.

7. Discuss various methods of emphasizing and contrasting design elements.

8. Make a design using screen tints, reverse printing, size and shape.

++

* Articulation Credit will apply towards a Hopedale Community College Degree but may not be transferable to other colleges or universities.

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